READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT GRADE 9 TEST DATA

Manitoba
Education

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MANITOBA READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT:

GRADE 9 TEST DATA

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION

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PREFACE

This Preliminary Report is the first of two reports on the findings of the grade 9 Reading Assessment Program. It contains the results of student performance on each item as well as summary data on subtests and the cloze passage.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgments about their instructional program. All data is based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. These conclusions and recommendations will be based in part on the judgments of an interpretation panel of teachers.

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CHAPTER I

Content Areas and Scoring

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using a cloze passage.

Below is a list of the questions used to test each content or skill area:

A.	Meaning Vocabulary	4,7,18,24,33,34
B.	Literal Comprehension	10,13,15,16,17,20,30,31,36, 37,38,39,40
C.	Interpretation	1,8,9,11,12,14,19,21,22,23,32
D.	Critical-Reflective	2,3,5,6,35
E.	Study Skills	25,26,27,28,29

The remainder of the test consisted of a cloze passage which was scored using exact-word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students since instructional and independent reading levels would be indicated by lower scores with exact-word scoring than with synonym scoring.

Chapter II of this report presents the proportion of students in the provincial sample (n=1163) supplying each response to individual questions. Multiple choice questions were machine-scored while open-ended questions were scored by members of the Reading Technical Advisory Committee. Acceptable answers for each open-ended question are included in this report along with the question. Chapter III provides means, standard deviations, and frequency distributions for the five skill areas and the cloze passage.

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution.

CHAPTER II

Data on Individual Questions

Questions in this chapter are listed in the same order and much the same format as in the student booklet. The data presented give the percentage of students in the provincial sample supplying each response. Correct or preferred responses are marked with an asterisk (*).

Read the editorial and letter to the editor carefully and choose the best answer for each of the following questions.

EDITORIAL

INTIMIDATION IS INDICATION
OF STUPIDITY

Threats are a part of the news business.

Readers who get angry over a story or picture may threaten to stop their subscriptions. Advertisers may pull their ads for many reasons. Various and sundry sorts threaten to take legal action when they feel wronged by the media.

After a while, we get used to dealing with it. It's give and take that becomes part of the daily routine.

Yesterday we got a threat of a different kind.

One of our reporters awoke to the news that what appeared to be an explosive device had been found in the lobby of his apartment block.

It seems more than coincidence that the reporter in question has been involved in covering biker-related bombings in Winnipeg.

Police and our own sources feel that the device was probably a warning; that even if capable of detonating, it wouldn't do much damage.

That's cold comfort. The point here is that someone of minimal intelligence and brutish tendencies seems to think he can bully us.

Think again.

We have no intention of changing how we do business. We will continue to cover this story in our usual fashion; we will continue to turn over the occasional rock and examine what crawls out from underneath.

This kind of threat we'll never accept as a normal part of the business. No one has to put up with intimidation tactics.

The whole episode brings to mind an incident several years ago in which a local sports figure, unhappy with our coverage, threatened to break a reporter's arms.

We told him then - and we'll tell our unknown bomber now - that a letter to the editor would do, thanks.

Winnipeg Sun
November 2, 1984

LETTER TO THE EDITOR

Dear Editor:

I consider it very rude of you to accuse our gang of putting a bomb in the apartment block where your journalist lives. It may interest you to know that the bomb was not left by one of us. Anyhow, since there are probably other people living in the building, how do you even know that the device was meant for your friend?

Even if we had left the bomb, perhaps there was a reason. This paper has been running loads of very nasty stories about bike-gangs. Unfortunately, they have neglected to look at any of our good features. We are just human beings, and you journalists have smudged our names just like you do to everyone else.

In future, perhaps you would consider including some positive characteristics of the people in your reports. It would save you the embarrassment of receiving these letters, and us the time it takes to write them.

Big Lou

1. How does the author of the letter feel about the bomb accusation?

9.0%	A.	He has mixed feelings.
20.2	B.	He is open-minded.
67.7 *	C.	He is angry and defensive.
2.2	D.	He is frightened.
0.9	N.R.	

2. The statement "you journalists have smudged our names, just like you do to everyone else" is

26.1%	A.	a statement supported by evidence in the editorial.
34.7 *	B.	a statement <u>not</u> supported by evidence in the editorial.
19.4	C.	a statement supported by all bike gangs.
18.3	D.	a statement supported by all people.
1.1	N.R.	

3. From reading the editorial, which statement is a fact?

22.8%	A.	The device was probably a warning.
42.1 *	B.	Several years ago, a local sports figure threatened to break a reporter's arms.
15.8	C.	Someone of minimal intelligence and brutish tendencies seems to think he can bully us.
17.8	D.	That a letter to the editor will do, thanks.
1.3	N.R.	

4. "Intimidation tactics" means

68.2%	*	A.	actions aimed at frightening.
1.1		B.	actions aimed at pleasing.
4.0		C.	actions aimed at humouring.
25.2		D.	actions aimed at harming.
1.2		N.R.	

5. The author's purpose in writing the letter to the editor is to

3.4%		A.	threaten the editor.
7.5		B.	expose the guilty party.
85.9	*	C.	defend his and other biker-gangs.
1.9		D.	further the "macho" image of bikers.
1.1		N.R.	

6. The editor's point of view is that those who threaten his business are

31.8%		A.	vulgar.
7.7		B.	delirious.
12.6		C.	desperate.
45.9	*	D.	despicable.
1.4		N.R.	

Read the poem carefully and choose the best answer for each of the following questions.

A JANUARY MORNING

The glittering roofs are still with frost; each worn
Black chimney builds into the quiet sky
Its curling pile to crumble silently
Far out to westward on the edge of morn,
The slender misty city towers up-borne
Glimmer faint rose against the pallid blue
And yonder on those northern hills, the hue
of amethyst, hang fleeces dull as horn.

And here behind me come the woodmen's sleighs
With shouts and clamorous squeakings; might and main
Up the steep slope the horses stamp and strain,
Urged on by hoarse-tongued drivers - cheeks ablaze,
Iced beards and frozen eyelids - team by team,
With frost-fringed flanks, and nostrils jetting steam.

7. Words or phrases which convey colour are found in line

6.5%		A.	three.
78.4	*	B.	eight.
7.6		C.	ten.
4.6		D.	eleven.
1.5		N.R.	

8. Lines 1 - 8 convey a mood of

4.0%		A.	excitement.
10.5		B.	boredom.
6.4		C.	unhappiness.
77.6	*	D.	calm.
1.4		N.R.	

9. As the poet watches the scene, he is standing

69.3%	*	A.	on top of a hill.
4.7		B.	in a house.
20.0		C.	on a city street.
4.1		D.	in a barn.
1.5		N.R.	

10. The rooftops are covered with

5.8%		A.	glitter.
89.6	*	B.	frost.
0.9		C.	mist.
2.4		D.	snow.
1.4		N.R.	

11. The difference which one notes in the details presented in lines 1 - 8 and those presented in lines 9 - 14 are

78.7%	*	A.	peacefulness changing to activity.
4.9		B.	peacefulness changing to anger.
7.4		C.	peacefulness changing to relief.
7.7		D.	peacefulness changing to anxiety.
1.1		N.R.	

12. The drivers are hoarse-tongued because

12.1%		A.	they are working with horses.
14.0		B.	they are thirsty.
67.5	*	C.	they have been yelling.
4.5		D.	they are hungry.
1.5		N.R.	

Read the directions for making pizza and choose the best answer for each of the following questions:

KRAFT PIZZA

Pizza Directions

Preheat oven to 425° F. Measure 1 cup warm water (not hot) into small mixing bowl. Gradually add Pizza Flour Mix mixing well. Form into a ball. Cover and let rise in a warm place 5 minutes.

Grease two 13 1/2-inch pizza pans, two 15 x 12-inch cookie pans or four 9-inch pie pans. With fingers greased, press dough into pans and shape edge of dough to form a ridge. For a thicker crust, use two 12-inch pizza pans.

Spread Pizza Sauce evenly over dough. Shake envelope of Herb Spices to mix well and sprinkle over sauce. Top with grated Parmesan Cheese. Bake at 425° F, 18-20 minutes or until crust is brown.

13. When you make pizza, you first preheat the oven because _____

YOU WANT IT TO BE READY AT THE RIGHT HEAT AT THE RIGHT TIME/IF YOU DON'T THE PIZZA WON'T BE COOKED AT THE SAME TEMPERATURE THROUGHOUT (82.7%)

14. You would grease your hands before handling the dough because _____

YOU DO NOT WANT THE DOUGH TO STICK TO YOUR HANDS. (88.2%)

15. The directions give you a choice of how many types of pans?

36.0%	*	A.	Three
9.2		B.	Two
43.0		C.	Four
10.3		D.	Eight
1.3		N.R.	

16. To make a thicker crust use

3.9%		A.	four 9-inch pie pans.
87.9	*	B.	two 12-inch pizza pans.
2.0		C.	two 15 X 12-inch baking sheets.
5.1		D.	four 12-inch pie pans.
1.1		N.R.	

Read the story carefully and choose the best answer for each of the following questions:

THE $43,000 MISTAKE
by
Jean Sharda

In these days of machine-processed information, the possibilities for error are greatly reduced, but not done away with. Human beings must still feed information into the machines and, as we all know, human beings sometimes make mistakes. This is the story of one such mistake in the big impersonal world of banking.

The time was March, 1963, the place was Montgomery, Alabama, and the man to whom it happened was Thomas "Cotton" Thaggard.

Thaggard was thirty-seven at the time, a small man with pale blue eyes, a Southern drawl, and a large fluffy toupee. He had been fairly successful making money in such ventures as jukeboxes, high-stakes gambling, and a used-car business which he had conducted from an open lot. He had sold the used-car business the year before, keeping for possible future use its name: Alabama Motor Company.

He kept a small bank account in the name of the Alabama Motor Company at the Union Bank and Trust Company in Montgomery, where he also had his personal account.

Around the first of March, Thaggard received through the mail the usual monthly statements for the two accounts. His personal account, as usual, was lower than expected. The other, that of the Alabama Motor Company, was higher--so much higher that he gasped. The Alabama Motor Company showed a balance of $43,498--more than $43,000 over what it should have been!

About a week later, early on the morning of March 6, Thaggard went to the statements window at the rear of the bank. He asked for a reading on the two accounts. The figures were the same as those on the mailed statements. His personal account was lower than expected, while the used-car business account was $43,156 more than he thought it should be.

For the next hour and a half Thaggard strolled about town, thinking. At eleven o'clock he returned to the bank and went straight to the window of Mrs. Edith Owen, one of the tellers. He asked Mrs. Owen for the balance in his used-car account. Mrs. Owen phoned the accounting department. Then she wrote a figure on a slip of pink paper and handed it to Thaggard. There it was again: $43,498. The inflated bank account was confirmed a third time.

What to do? Thaggard had made up his mind. He produced a check payable to himself in the convenient amount of $43,000.

"I'd like to make a withdrawal," he told Mrs. Owen.

Thaggard's request provoked a bustle of activity, because normally the bank did not keep this much money on hand. Mrs. Owen first tried to get cash from her fellow tellers. Then she went to the big safe where the money was kept. Slowly a pile of small bills began to form on the counter.

"If this will run you short," offered Thaggard, "I could take part of it in a cashier's check".

The $43,000 Mistake (Cont'd.)

"No, indeed," insisted Mrs. Owen. "We have plenty of money."

Thirty minutes later the money was all there on the counter--a huge pile of small bills.

Bank officials expressed a friendly interest in what was going on. One of them even found a brown paper grocery bag to hold the money. When the bag was stuffed with bills, Thaggard thanked everyone for going to so much trouble. Then he tucked the paper bag under his arm and started for the door.

Watching him go, the assistant cashier turned to the bank auditor with a wink. "You know," he said, "I believe old "Cotton" Thaggard is up to something."

When Thaggard was questioned later, he was hazy about what he did that afternoon. He did leave town, he recalled, and when he returned late in the afternoon, he learned from a friend that the police had been asking for him. Thaggard went directly to the bank.

Waiting for him there were all the bank's officers. Their faces were flushed and their hands trembled. Immediately, they announced that the $43,000 he had withdrawn was not his.

How was he supposed to know that, Thaggard asked. Only that morning the bank had told him the money WAS his.

But, asked the officers, wouldn't any reasonable person suspect that something was wrong when his account jumped suddenly from $342 to $43,498? Thaggard answered that he had supposed that some of his less talented gambling partners had dropped in at the bank to deposit what they owed him.

No, nothing like that had happened, retorted the bank auditor. Using deposit slips and other bank records, he soon proved that the $43,156 had been intended, not for the Alabama Motor Company, but for the Alabama Power Company. A clerk had simply entered the deposits on the wrong ledger sheet. Then the bookkeeping machines had taken over. And how could a mere machine know that a large sum of money had been credited to the wrong account.?

Faced with all the proof, Thaggard had to agree that a mistake had been made. It certainly did look, he admitted, as though he owed the bank $43,000.

"Well?" asked the bank officers.

"Well," said Thaggard, "at this moment I don't have the necessary $43,000 on hand. However, I always pay my debts and I would be glad to work out some system of repayment--perhaps a few dollars every week?"

A bank official cut him off. "You have until nine tomorrow morning to get that money back here."

"I don't believe I can quite make it by then," Thaggard said.

"You don't, and you'll land in jail," said the bank officer.

The $43,000 Mistake (Cont'd.)

Next day Thaggard was arrested and charged with "false pretenses". His attorneys immediately asked the court to release him on the grounds that he was being held illegally. They claimed that no crime had been committed.

The question of Thaggard's guilt or innocence eventually reached the Alabama Court of Appeals. Much to nearly everyone's surprise, this Court set Thaggard free. The judges reasoned that before a man can be convicted of a crime, it must first be shown that he intended to commit a crime.

The decision of the Appeals Court was later upheld by the Alabama Supreme Court.

Meanwhile, Thaggard became a sort of folk hero in Montgomery. People of all sorts would stop him on the street, pat his shoulder and wink. Some of them slyly suggested that if he needed a place to hide the $43,000 he could use their backyards--and they would even lend him a shovel.

Otherwise his life changed very little. He still visited his old haunts. Resplendent in alligator shoes and a fancy sports coat, he radiated confidence. If anyone mentioned the missing money, Thaggard would merely smile, adjust his toupee, and say, "What $43,000?"

But the story didn't end there. Bank officials pressed the case until, the following year, it reached a federal court. On November 13, 1964, this court found Thaggard guilty of violating a federal bank larceny statute. A week later he was sentenced to five years in a federal prison. He began serving his term in April, 1966.

The Union Bank and Trust Company also filed a civil action to regain the missing $43,000. But when Thaggard's assets were sold at public auction they brought only $10,575. In 1967 the bank was still out $32,425.

A sidelight to the story is that the Alabama legislature passed a bill to prevent a recurrence of the Thaggard action. It is known in the area as the "Cotton Thaggard Bill".

Since the federal court decision, Thaggard has not seemed so popular around Montgomery as he once was. A local newspaperman expressed the feeling of the people he knew by saying, "A lot of us figured "Cotton" finally got what was coming to him".

17. This story is about a mistake which was made by a BANK CLERK (37.5%)

18. When questioned, Thaggard was hazy about what he did that afternoon. Hazy means

2.8%		A.	he clearly stated his whereabouts.
85.7	*	B.	he was vague and unclear about his whereabouts.
6.2		C.	he would not state his whereabouts.
3.4		D.	he lied about his whereabouts.
1.5		N.R.	

19. Describe Thaggard's personality.

29.5%		A.	Friendly and honest
7.7		B.	Hostile but honest
58.1	*	C.	Friendly but dishonest
3.2		D.	Hostile and dishonest
1.5		N.R.	

20. Bank officials co-operated with Thaggard by

6.7%		A.	providing him with a paper bag.
5.1		B.	giving him the money as requested.
3.1		C.	checking his bank statements for him.
82.7	*	D.	doing all of the above.
1.7		N.R.	

21. The "Cotton Thaggard Bill" was created to

4.0%		A.	put a criminal in jail.
76.0	*	B.	prevent others from taking advantage of machine-processed errors.
9.9		C.	protect citizens like Thaggard.
8.5		D.	caution careless bank clerks.
1.4		N.R.	

22. The lesson in the story is that

29.1%		A.	machine-processed information can be inaccurate.
4.3		B.	machine errors usually are identified.
8.9		C.	crime doesn't pay.
56.0	*	D.	all of the above apply.
1.6		N.R.	

23. In which of the following books would you find this story?

4.6%		A.	The History of Texas: 1930-1980
3.9		B.	Making Money Work for You
48.8	*	C.	Alabama's Notorious and Famous Figures
40.6		D.	Alabama's Banking System
1.6		N.R.	

24. In the sentence, "Resplendent in alligator shoes and a fancy sports coat, he radiated confidence", the word resplendent means

7.1%		A.	dressed in a youthful manner.
77.9	*	B.	dressed in a flashy manner.
11.3		C.	dressed in a conservative manner.
2.2		D.	dressed in a sloppy manner.
1.4		N.R.	

Study the schedule carefully and choose the best answer for each of the following questions.

INDOOR ARENA SKATING SCHEDULE

ARENAS (Listed by city divisions)	SUNDAY P.M.	MONDAY P.M.	TUESDAY P.M.	WEDNESDAY P.M.	THURSDAY P.M.	FRIDAY P.M.	SATURDAY P.M.
CITY CENTRE							
Pioneer	1:20-3:20 7:50-9:20	6:50-7:50					
Sargent	1:30-3:30 8:00-10:00				7:40-10:00		
Sam Southern	1:20-3:30 8:00-10:00	4:00-5:30	9:30-10:30 Adults			4:00-5:30	
HARVARD							
Civic Centre	2:00-3:30	7:00-8:00					2:00-3:30
Kinsmen	7:20-8:20 Adults	7:00-8:00	7:00- 8:00				2:00-3:30
Elks	2:00-3:00			7:00-8:00		7:00-8:00	2:00-3:30
LORD SELKIRK							
Western	1:30-2:30 2:30-4:30			6:30-8:30			
Keewatin	2:30-4:30 6:30-8:30			6:30:8:30	6:30-8:30		
Old Exhibition	1:30-3:30				6:30-8:30		
YALE							
Incinarena	2:00-4:00		7:00-9:00				
Eastern	2:00-4:00 7:30-9:30				7:00-9:00		7:30-9:30 2:00-4:00
Roland Michener	1:30-3:30						2:00-4:00
SUTTON							
Bertrand	1:30-2:30 3:00-4:00		7:30-8:30	6:00-7:00			
Maginot	1:30-2:30 3:00-4:00				6:30-7:30 8:00-9:00		
Berry	1:30-2:30 3:00-4:00	7:00-8:00		7:00-8:00			3:00-4:00
HAMILTON							
Eric Coy	1:00-2:00		7:10-8:35		7:10-8:35		1:00-2:45
Lord Grant	1:30-3:30			7:00-8:30			
Century	2:00-4:00	6:45-8:00					

25. The arenas which are available for morning skating are

4.4%		A.	Pioneer.
2.1		B.	Western.
2.6		C.	Century.
88.8	*	D.	none of the above.
2.0		N.R.	

26. The day which offers the least skating time is

4.0%		A.	Tuesday.
3.7		B.	Wednesday.
4.1		C.	Thursday.
86.2	*	D.	Friday.
1.7		N.R.	

27. The earliest opportunity for Sunday skating is offered by

85.9%	*	A.	Eric Coy.
2.3		B.	Bertrand.
6.1		C.	Sargent.
3.9		D.	Civic Centre.
1.7		N.R.	

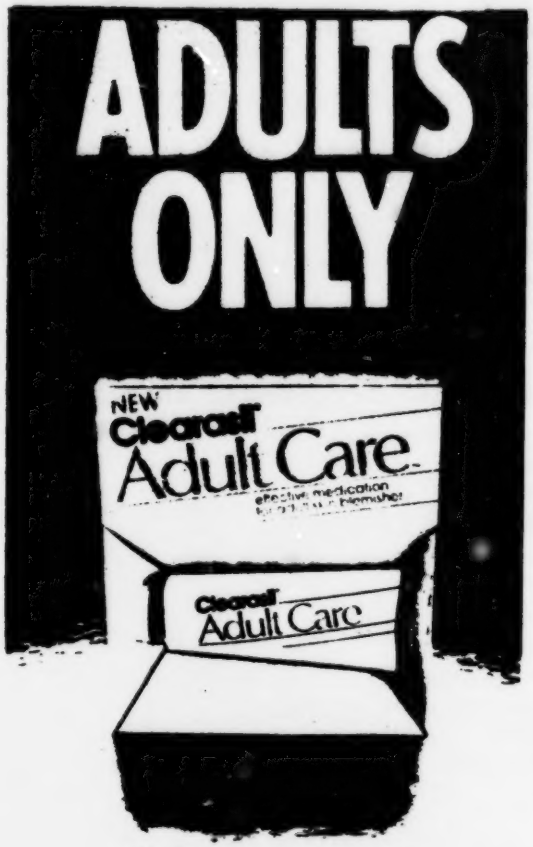
28. The arenas which offer skating for Adults Only are

2.4%		A.	Elks and Berry.
2.8		B.	Eastern and Maginot.
90.5	*	C.	Kinsmen and Sam Southern.
2.1		D.	Lord Grant and Pioneer.
1.9		N.R.	

29. The arena which allows for the most free skating time is

11.9%		A.	Roland Michener.
66.1	*	B.	Sam Southern.
9.6		C.	Old Exhibition.
9.5		D.	Lord Grant.
2.4		N.R.	

Read the advertisement carefully and choose the best answer for each of the following questions:



When you outgrew your teens, you grew into new problems.

You get blemishes but your adult skin is more prone to irritating dryness. So getting rid of a blemish can be more irritating than getting one.

But now there's a blemish medicine made for adult skin: new Clearasil Adult Care.™ Its dermatologist-proven Resorsul™ formula helps effectively dry and clear up blemishes. Without overdrying your adult skin.

And no one will know you're using it because it's unscented and blends invisibly. Try new Clearasil Adult Care. You'll look better; you'll feel better.

That's the unblemished truth.

TREATS BLEMISHES WITH STRENGTH. TREATS ADULT SKIN WITH CARE.

30. This advertisement is directed at

2.6%		A.	teenagers.
1.5		B.	children.
92.6%	*	C.	adults.
1.2		D.	senior citizens.
2.1		N.R.	

31. This advertisement tells you that

1.6%		A.	Clearasil Adult Care will be effective for teenagers.
1.2		B.	Clearasil Adult Care is an inexpensive product.
42.6	*	C.	Clearasil Adult Care blends with your skin colour.
52.3		D.	Clearasil Adult Care is the best skin product for adults.
2.1		N.R.	

32. According to this advertisement, a Clearasil user will

37.9%		A.	lose his/her blemishes overnight.
1.9		B.	smell attractive.
52.1	*	C.	become beautiful.
4.6		D.	become more popular.
2.5		N.R.	

33. In the statement, "That is the unblemished truth", <u>unblemished</u> means

77.6%	*	A.	unquestionable.
6.4		B.	unacceptable.
10.7		C.	unknown.
2.8		D.	untested.
2.5		N.R.	

34. In the context of this advertisement, the word <u>dermatologist</u> means someone who studies

6.1%		A.	cosmetics.
1.5		B.	advertising.
7.5		C.	the face.
82.5	*	D.	the skin.
2.4		N.R.	

35. In this advertisement, which statement is a fact?

12.6%		A.	You'll look better; you'll feel better.
14.0		B.	No one will know you're using it.
46.3	*	C.	Clearasil Adult Care contains dermatologist-proven formula.
24.1		D.	As an adult, you get blemishes.
2.9		N.R.	

Cloze Passage

You are to fill in the words that are missing in the passage. Write your answers in the blanks.

EVERY DOG SHOULD OWN A MAN

Every dog should have a man of his own. There is nothing like A (90.9%) well-behaved person around the HOUSE (83.0%) to spread the dog's BLANKET (24.2%) for him, or bring HIM (83.5%) his supper when he COMES (47.4%) home man-tired at night. PROPERLY (2.4%) trained, a man can BE (86.7%) a dog's best friend.

FOR (86.0%) example, I happen to BELONG (29.7%) to a medium-sized English setter, WHO (28.2%) acquired me when he WAS (91.1%) about six months old AND (56.0%) has been training me QUITE (5.1%) successfully ever since. He HAS (56.3%) taught me to shake HANDS (63.7%) with him, and fetch HIS (5.4%) ball. I've learned not TO (93.9%) tug at the leash WHEN (72.8%) he takes me for A (87.6%) walk. I am completely HOUSEBROKEN (1.3%), and I make him A (61.7%) devoted companion.

The secret OF (20.8%) a dog's success in HANDLING (0.9%) a man is patience. SOME (40.9%) men are a little SLOW (50.3%) to respond, but a DOG (59.8%) who makes allowances and TRIES (38.1%) to put himself in THE (32.2%) man's place will be REWARDED (10.7%) with a loyal pal. MY (32.8%) setter has broken me SO (32.6%) thoroughly that I have DECIDED (3.6%) to set down a FEW (29.3%) basic rules of manhandling, AS (8.5%) a guide for other DOGS (47.3%) who happen to own FRIENDS (18.5%) of mine.

The first PROBLEM (0.7%) is to pick out THE (81.5%) right man. A dog SHOULD (15.7%) exercise great care in MAKING (35.3%) his choice, since he IS (48.8%) apt to become quite ATTACHED (30.4%) to the man and WILL (26.1%) find it hard to get RID (60.8%) of him later if HE (83.7%) proves to be unsatisfactory. EVERY (12.7%) dog wants to own A (73.8%) champion, but a gay AND (31.2%) affectionate disposition is more IMPORTANT (17.5%) than an expensive pedigree.

I (38.2%) do not happen to BE (61.2%) registered, for example, but my setter is just as fond of me as though I came from a long line of blue bloods.

Read the directions and choose the best answer for each of the following questions:

HOMEMADE WATER BAROMETER

In the first barometer, invented in 1643 by Evangelista Torricelli, the pressure of air on a column of water in a 34-foot tube was measured. Of course using a 34-foot tube is inconvenient, but you can make a much smaller weatherglass that operates on the same principle as Torricelli's instrument.

You need a flask or a bottle with a narrow neck. In addition, you need a jar with a mouth that is just large enough for you to insert the flask or the neck of the bottle. Fill the jar with water. Invert the flask and then push its mouth down into the jar of water. The water will rise part of the way into the flask.

The air pressure pushing down on the water in the jar will force some of the water to move up into the flask. The amount of water that will move up into the flask will depend on the air pressure. When the weather is fine, high pressure usually prevails. The water will rise farther in the flask, compressing the air that is above it. If it is likely to rain, low pressure predominates. The water level in the flask will go down.

Making Scientific Toys
Carson Ritchie
Thomas Nelson Inc.
New York, 1975

36. To make this type of barometer, you need

16.3%		A. a bottle with a narrow neck.
1.0		B. a jar.
2.4		C. water.
76.6	*	D. all of the above.
3.4		N.R.

37. In the first step one must

72.4%	*	A.	fill the jar with water.
6.9		B.	get 34 feet of tubing.
13.2		C.	invert the flask.
3.6		D.	measure the pressure of air.
3.6		N.R.	

38. After inverting the flask, the next step is to

11.3%		A.	fill the jar with water.
71.5	*	B.	push the mouth of the flask down into the jar of water.
8.1		C.	do both A and B.
6.0		D.	do none of the above.
3.2		N.R.	

39. This is an experiment

5.1%		A.	which uses a 34-foot tube.
15.3		B.	which follows Torricelli's principle exactly.
44.3	*	C.	which measures the pressure of air on a column of water in a tube.
31.0		D.	which does all of the above.
4.1		N.R.	

40. How many steps are there in this experiment?

22.5%		A.	Two
38.6	*	B.	Three
21.5		C.	Four
13.1		D.	Five
4.2		N.R.	

READING INTEREST SURVEY

42. Put an X opposite materials you read most often.

48.9% Newspaper

Novels

27.2% Science Fiction
35.8% Romance
40.8% Adventure
7.8% Historical
37.3% Mystery
36.3% Horror
6.9% Western

Non-Fiction

14.2% Biography
13.2% Autobiography
12.6% Technical/Technology
13.7% Do-It-Yourself
10.9% Self-Improvement
5.0% Political
6.1% Religious

Other

13.8% Poetry
29.1% Short Story
8.3% Drama
62.5% Comics

Magazines

27.3% Women's
14.4% Science
8.3% Photography
7.8% Men's
36.6% Sports
29.1% Car/Motorcycle
37.1% Music
2.7% Psychology
10.0% News
36.5% Fashion
36.5% Movie
3.4% Medical
40.4% Humour
14.0% Computer
8.1% Craft
2.3% Gardening
9.6% Travel
0.3% Other

43. Where do you read?

66.1% School
84.2% Home
0.7% Other (specify)

44. Why do you read?

56.5% school assignment	72.3% personal enjoyment
20.4% self-improvement	47.5% to pass the time
29.1% to keep up with current issues	0.3% other (specify)

45. What is it about a book which appeals to you and makes you want to pick it up and read it? (Indicate all that apply)

9.8% the length

41.7% someone else's recommendation

48.2% the cover

69.3% the summary of its contents on the back/inside cover

28.9% you like the author

24.7% because it was a movie.

46. Where do you obtain your reading material? (Indicate all that apply)

60.6% school library	7.5% classroom library
38.3% public library	52.5% home
7.7% book clubs	61.4% book stores
53.1% friends	0.3% other (specify)

47. How often do you read outside school each week? (Mark one)

5.8% never	32.7% 1 - 2 hours
25.2% 3 - 5 hours	12.5% 6 - 10 hours
5.1% 11 - 15 hours	3.6% 16 - 20 hours
3.2% more than 20 hours	

48. Do you enjoy reading? 73.2% Yes 12.5% No

Why? 0.2% N.R. 99.8%

49. What would encourage you to do more reading? 0.1% N.R. 99.9%

CHAPTER III

Subtest Results

This chapter summarizes the results for each subtest or content area of the test as well as for the (two) cloze passage(s).

A. Meaning Vocabulary

Questions in subtest: 4, 7, 18, 24, 33, 34

Performance on Items	
Test Item	% of Responses Correcct
4	68.2
7	78.4
18	85.7
24	77.9
33	77.6
34	82.5

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
6	35.1
5	29.1
4	17.9
3	10.7
2	4.6
1	1.6
0	1.0

Subtest Summary	
Mean Score	4.70
Standard Deviation	1.34
Percent	78.3

B. Literal Comprehension

Questions in Subtest: 10,13,15,16,17,20,30,31,36,37,38,39,40

Performance on Items	
Test Item	% of Responses Correcct
10	89.6
13	82.7
15	36.0
16	87.9
17	37.5
20	82.7
30	92.6
31	42.6
36	76.6
37	72.4
38	71.5
39	44.3
40	38.6

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
13	0.9
12	6.2
11	13.0
10	18.6
9	16.9
8	15.9
7	10.5
6	7.4
5	5.6
4	2.3
3	1.4
2	0.6
1	0.5
0	0.3

Subtest Summary	
Mean Score	8.55
Standard Deviation	2.29
Percent	65.8

C. Interpretation

Questions in Subtest: 1,8,9,11,12,14,19,21,22,23,32.

Performance on Items	
Test Item	% of Responses Correct
1	67.7
8	77.6
9	69.3
11	78.7
12	67.5
14	88.2
19	58.1
21	76.0
22	56.0
23	48.8
32	52.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
11	4.2
10	10.1
9	18.5
8	20.0
7	18.0
6	12.3
5	8.1
4	4.0
3	2.4
2	1.1
1	1.1
0	0.3

Subtest Summary	
Mean Score	7.40
Standard Deviation	2.09
Percent	67.3

D. Critical-Reflective

Questions in subtest: 2,3,5,6,35

Performance on Items	
Test Item	% of Responses Correct
2	34.7
3	42.1
5	85.9
6	45.9
35	46.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	6.3
4	18.1
3	26.2
2	26.6
1	18.4
0	4.2

Subtest Summary	
Mean Score	2.55
Standard Deviation	1.27
Percent	51.0

E. Study Skills

Questions in subtest: 25,26,27,28,29

Performance on Items	
Test Item	% of Responses Correct
25	88.8
26	86.2
27	85.9
28	90.5
29	66.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	53.8
4	25.6
3	11.3
2	4.9
1	2.3
0	2.1

Subtest Summary	
Mean Score	4.18
Standard Deviation	1.17
Percent	83.6

Cloze

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
46	0.1
45	0.0
44	0.0
43	0.0
42	0.0
41	0.1
40	0.0
39	0.3
38	0.3
37	0.3
36	0.9
35	1.1
34	1.5
33	2.6
32	2.5
31	2.6
30	4.1
29	4.7
28	3.9
27	4.5
26	4.0
25	4.2
24	5.0
23	5.3
22	5.2
21	5.7
20	5.1
19	4.6
18	4.8
17	4.6
16	4.1
15	2.9
14	3.5
13	2.1
12	1.9
11	1.7
10	0.9

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
9	0.8
8	1.0
7	0.3
6	0.3
5	0.3
4	0.0
3	0.3
2	0.1
1	0.3
0	1.3

Subtest Summary	
Mean Score	22.01
Standard Deviation	7.42
Percent	47.8